

achieved a significant victory for quality local education by putting the New Jersey Senate on record opposing the federal School-to-Work curriculum and its goals.

The concerns expressed in this resolution cut to the heart of education reform today: Basic academics, local control, unlimited student opportunity and sufficient, quality instructional time are at the forefront of local education efforts and threatened by School-to-Work. New Jersey is clearly concerned about a radical restructuring of its education system around federal workforce development, "applied learning" and limited student choice. Other states and the Congress should take note of New Jersey's courageous stand.

Mr. Speaker, I hereby submit for the RECORD New Jersey Senate Resolution #73 and commend its content to our colleagues.

Thank you, Mr. Speaker.

SENATE RESOLUTION NO. 73

STATE OF NEW JERSEY—208TH LEGISLATURE,
INTRODUCED FEBRUARY 25, 1999

(Sponsored by: Senator Joseph M. Kyrillos, Jr., District 13 (Middlesex and Monmouth), Senator William L. Gormley, District 2 (Atlantic), Co-Sponsor by: Senators Cardinale and Inverso)

(Synopsis: Expresses the objection of the Senate to the school-to-work provisions being developed by the DOE)

A Senate Resolution expressing this House's objections to the school-to-work proposal being developed by the Department of Education.

Whereas, The Department of Education is developing a new chapter of administrative code to implement the core curriculum content standards and the Statewide assessment system which will fundamentally reform public education in New Jersey and

Whereas, A number of the proposals incorporated in the code represent new graduation requirements for public schools students and since the current requirements for graduation were initially established by the Legislature under chapter 7C of Title 18A of the New Jersey Statutes, a revision of those standards of the magnitude incorporated within the proposed code and which represent a fundamental change in the educational requirements for secondary school students should undergo legislative review; and

Whereas, The new code provisions will not be formally proposed, according to the timetable set forth by the Department of Education, until August 1999; and

Whereas, The new code provisions emphasize career education and include three phases in this area: career awareness in kindergarten through grade 4; career exploration in grades 5 through 8, with the development of individual career plans during this phase; and career preparation in grades 9 through 12, with students being required to identify a career major, from a list of fourteen majors, prior to the start of the eleventh grade; and

Whereas, The new code provisions require that eleventh and twelfth grade students, for a minimum of one day per week or the equivalent thereof, participate in a structured learning experience which is linked to the student's career plan and which could include volunteer activities, community service, paid or unpaid employment opportunities, school-based enterprises, or participation in an apprenticeship program; and

Whereas, The new code provisions will make school-to-work a requirement for all students in the State, and will result in the loss of 20% of academic instructional time, putting students at a competitive disadvantage in collegiate academic programs; and

Whereas, The school-to-work component of the new code provisions will result in limiting students' choices far too early in their lives and imposing job specific skills training on the educational system at the expense of instructional time in academic subjects; now, therefore,

Be It Resolved by the Senate of the State of New Jersey:

1. This House objects to the school-to-work provisions incorporated into the new chapter of administrative code being developed by the Department of Education to implement the core curriculum content standards and the Statewide assessment system. This House urges that school-to-work provisions be eliminated and that local boards of education be allowed to determine the necessity and nature of any career program for their own school district.

2. The Secretary of the Senate shall transmit a duly authenticated copy of this resolution to the State Board of Education and the Commissioner of Education.

STATEMENT

This resolution expresses the objection of the Senate to the school-to-work provisions incorporated into the new chapter of administrative code being developed by the Department of Education to implement the core curriculum content standards and the Statewide assessment system. The resolution also urges that school-to-work provisions be eliminated and that local boards of education be permitted to determine the necessity and nature of any career program for their own school district. According to the department's timetable, the new chapter of administrative code is not scheduled to be formally proposed until August, 1999.

The school-to-work provisions being developed by the department represent a fundamental shift in the way the children of New Jersey will be educated. The school-to-work provisions emphasize career education and include three phases: career awareness in kindergarten through grade 4; career exploration in grades 5 through 8, with the development of individual career plans during this phase; and career preparation in grades 9 through 12, with students being required to identify a career major, from a list of fourteen majors, prior to the start of the eleventh grade. Eleventh and twelfth grade students would be required to participate in a structured learning experience which could include volunteer activities, community service, paid or unpaid employment opportunities, school-based enterprises, or participation in an apprenticeship program. The structured learning experience would be linked to the student's career plan and would be required of every student for a minimum of one day per week or the equivalent thereof, resulting in a 20% loss of academic instructional time. The school-to-work proposal would limit students' choices too early in their lives and impose job specific skills training on the educational system at the expense of instructional time in academic subjects.

PERSONAL EXPLANATION

HON. NYDIA M. VELAZQUEZ

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Monday, June 19, 2000

Ms. VELAZQUEZ. Mr. Speaker, during Roll Call votes numbered 282–291, I was unavoidably detained. If I had been present during Roll Call #282, I would have voted "NO". If I had been present during Roll Call #283, I

would have voted "YES". If I had been present during Roll Call #284, I would have voted "YES". If I had been present during Roll Call #285, I would have voted "PRESENT". If I had been present during Roll Call #286, I would have voted "YES". If I had been present during Roll Call #287, I would have voted "YES". If I had been present during Roll Call #288, I would have voted "NO". If I had been present during Roll Call #289, I would have voted "NO". If I had been present during Roll Call #290, I would have voted "YES". If I had been present during Roll Call #291, I would have voted "NO".

CELEBRATION OF JUNETEENTH

HON. CARRIE P. MEEK

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Monday, June 19, 2000

Mrs. MEEK of Florida. Mr. Speaker, Father, I stretch my hand to thee—no other help I know. Oh my rose of Sharon, my shelter in the time of storm. My prince of peace, my hope in this harsh land. We bow before you this morning to thank you for watching over us and taking care of us. This morning you touched us and brought us out of the land of slumber, gave us another day—thank you Jesus. We realize that many that talked as we now talked—this morning when their names were called—failed to answer. Their voices were hushed up in death. Their souls had taken flight and gone back to the God that gave it, but not so with us.

Now Lord, when I've come to the end of my journey; when my praying days are done and time for me shall be no more; when these knees have bowed for the last time; when I too, like all others must come in off the battlefield of life; when I'm through being bucked and scorned, I pray for a home in glory.

When I come down the river to the river of Jordan, hold the river still and let your servant cross over during the calm. Father, I'll be looking for that land where Job said the wicked would cease from troubling us and our weary souls would be at rest; over there where a thousand years is but a day in eternity, where I'll meet with loved ones and where I can sing praises to thee; and we can say with the saints of old, Free at Last, Free at Last, thank God almighty, I am free at last. Your servants prayer for Christ sake. Amen!

Mr. Speaker, this traditional prayer is similar to prayers recited across the south as many African Americans and others celebrate the 19th of June. The deep south spiritual faith of the enslaved is reflected in this traditional prayer and continues to speak for us of the unquenchable hope that American slaves possessed for freedom.

Juneteenth, or June 19th, 1865, is considered the date when the last slaves in America were freed. Although the rumors of freedom were widespread prior to this, actual emancipation did not come until General Gordon Granger rode in Galveston, Texas and issued General Order No. 3, on June 19, almost two and a half years after President Abraham Lincoln signed the Emancipation Proclamation. Unfortunately, news of the emancipation was brutally suppressed due to the overwhelming influence of powerful slave owners.

President Lincoln issued the Emancipation Proclamation on September 22, 1862, notifying the states in rebellion against the Union